

Student Survey Domain Look-Fors

As you reflect on your results and plan next steps, it may be helpful to read through the examples below of what your classroom might look and sound like when you are successful in each domain.

Domain & Items	Teacher Look-Fors	Student Look-Fors
<p>Managing Behavior</p> <ul style="list-style-type: none"> I understand what I need to do to succeed in this class. Students in this class follow directions the first time. My teacher expects students in this class to respect each other. Students in this class are respectful to the teacher. We have clear rules for what to do in this class. 	<p>3-5 clear, concise rules are visibly posted and referred to as teachers hold students accountable for following them.</p> <p>Teacher explicitly states behavioral expectations at the beginning of each activity or transition and holds students accountable for them.</p> <p>Teacher provides clear, concrete directions.</p> <p>Teacher use positive narration to reinforce following directions the first time.</p> <p>Teacher teaches and reinforces language and/or hand signals to respectfully agree and disagree with others.</p> <p><u>Top Teach Like a Champion strategies for this domain*:</u> Entry Routine What to Do No Warnings Positive Framing Warm/Strict</p>	<p>Students can articulate class rules and the rationale for each of them.</p> <p>Students consistently follow all classroom rules.</p> <p>Students can articulate and demonstrate behavioral expectations for a specific activity or assignment.</p> <p>All students follow directions the first time they are given.</p> <p>All students respond to each other and the teacher respectfully.</p>
<p>Promoting Risk-Taking</p> <ul style="list-style-type: none"> I can ask my teacher for help when I need it. I speak up in class even if I don't know the answer. My teacher makes me feel good about sharing in class. When I get something wrong, my teacher helps me learn from it. When my teacher gives us difficult work, I know I can do it. 	<p>Teacher explicitly encourages all students to share their thoughts, opinions, and questions in class, and reacts positively when they do.</p> <p>Teacher normalizes error by communicating that failure is an expected and necessary part of learning.</p> <p>Teacher provides scaffolded questions or hints to help students get to a correct answer when they are struggling.</p> <p>Teacher checks for all students' understanding during and at the end of the lesson.</p> <p><u>Top Teach Like a Champion strategies for this domain*:</u> No Opt Out Cold Call The J-Factor</p>	<p>Every student participates in class, even when they aren't sure of their answer.</p> <p>Students often ask questions to clarify their understanding.</p> <p>Students react positively to peers' questions and comments.</p> <p>Students support one another's risk taking (e.g. celebrating with a class cheer when students get something correct after struggling or encouraging students while they are thinking)</p> <p>Students have language or hand signals to respectfully agree and disagree with each other.</p>

*See *TLaC Techniques Glossary* for more information on the techniques listed here

Domain & Items	Teacher Look-Fors	Student Look-Fors
<p>Holding High Academic Expectations</p> <ul style="list-style-type: none"> • In this class, my teacher wants me to explain what I think when solving a problem. • In this class, we start working as soon as we walk in the door. • My teacher believes I can do well in this class. • My teacher checks to make sure I understand what we're learning. • My teacher expects us to do our best in this class. • My teacher gives us a lot of time to practice what we learn. • The work in this class is challenging. 	<p>Teachers require students to provide the reason behind each answer they give in class.</p> <p>Teacher clearly communicates expectations for work products.</p> <p>Teacher challenges all students to employ higher-order thinking skills with appropriate scaffolds and supports.</p> <p>Teacher provides consistent, clear and descriptive feedback to all students about whether and how their work meets expectations.</p> <p>Teacher provides work that is at the instructional level of students (not too easy, not frustrating).</p> <p><u>Top Teach Like a Champion strategies for this domain*:</u> No Opt Out Right is Right Stretch It Ratio Cold Call</p>	<p>Students consistently explain their thinking verbally and in writing</p> <p>Students use complete sentences and correct grammar nearly all of the time.</p> <p>Students are challenged, but not frustrated, by the work.</p> <p>Students can explain the expectations for each assignment, work product, or activity.</p> <p>Students begin working on rigorous work as soon as they enter the room (entry routine, do now, etc.)</p>
<p>Investing Students in Learning</p> <ul style="list-style-type: none"> • I am really interested in the topics we learn about in this class. • I can talk to my teacher about things that happen outside of school. • I like coming to class every day because of this teacher. • I stay focused in class even when there are a lot of things happening around me. • I work harder than other students in this class to get a good grade. • When I am asked to start an assignment, I get right to work. 	<p>Teacher connects lessons to real world contexts and builds background knowledge.</p> <p>Teacher's lesson openers tap students' interests, curiosities, and prior knowledge.</p> <p>Teacher articulates the value of the content that students are learning.</p> <p>Teacher knows each student personally.</p> <p><u>Top Teach Like a Champion strategies for this domain*:</u> Without Apology Hook Precise Praise The J-Factor</p>	<p>Students consistently demonstrate positive affect.</p> <p>Students ask questions during the lesson.</p> <p>Students get right to work on assignments in class.</p> <p>Students can articulate the importance of the content they are learning.</p> <p>Students stay focused on class activities even when distractions occur.</p>

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Domain & Items	Teacher Look-Fors	Student Look-Fors
<p>Student Perseverance</p> <ul style="list-style-type: none"> • I am good at learning new things. • It is important to me to do well in school this year. • My success as an adult will depend mostly on how hard I work. • No matter what it takes, I am going to college. • Once I start something, I know I will finish it. • When something goes wrong for me, I can get over it quickly. 	<p>Teacher publicly recognizes hard work and perseverance.</p> <p>Teacher models seeing mistakes as learning opportunities and responds to correct and incorrect responses as if both are normal and expected.</p> <p>Teacher returns to students who answered incorrectly to correct misunderstandings.</p> <p><u>Top Teach Like a Champion strategies for this domain*</u>:</p> <p>No Opt Out Right is Right Normalize Error</p>	<p>Students ask for help, but continue to work while they wait.</p> <p>Students rarely or never refuse to work, even when the work is particularly challenging.</p> <p>Students regularly complete their homework.</p> <p>Students can articulate the ideas of malleable intelligence – that hard work can make you smarter.</p>

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